



# **Highlights of the Internationalization Surveys**

Task Force on Internationalization



## **Developing the surveys—Faculty/Staff/Admin & Student**

- **2008 questions, ACE resources, needs of other subcommittees, focus on issues most relevant to our campus**
- **IRB**
- **Technical support from Gentry Robertson, IT (Survey Gizmo)**
- **Survey questions posted on Blackboard**

## **Administering the surveys**

- **Deans to faculty**
- **Student Affairs to students**
- **DH email to all others**

## **Analyzing the surveys**

- **Response rate:**
  - 249 faculty/staff/administrators completed at least part of the survey;**
    - 164 (66%) from faculty and 85 (34%) from staff/admin**
    - 56% of faculty responded to survey**
  - 186 students completed the survey**
- **Basic statistical analysis in tables below; data can be further examined by college/division; comments still to be analyzed**

## Highlights:

- **broad international experience for responding faculty, staff, administrators, and students**
- **lower levels of financial support for international research and conferences**
- **high levels of expertise with language other than English among respondents**

% who answered yes	Experience/Expertise			
	faculty, staff, admin		student	
	all	faculty	staff/ admin	
Did you study abroad as a student?	34%	40%	22%	77%-traveled abroad, 34%-lived abroad, 9%-Ac program abroad, 74%-have passport
Have you worked abroad?	41%	54%	18%	
Have you conducted research abroad?	31%	44%	7%	
Have you given a paper at an international conference?	31%	43%	8%	
Have you received funding to conduct research or present a paper abroad?	22%	30%	7%	
Have you received a Fulbright or other international exchange award?	5%	7%	2%	
Were you in the Peace Corps?	<1%	<1%	0%	
Do you speak a language other than English?	54%	59%	45%	46%-native lang. other than English 43%-lang. other than Eng. in home

General practices

Highlights:

- around half of respondents encourage students to participate in international events/study abroad
- over 70% of responding faculty incorporate international perspectives and discussion into one or more of their courses
- around half of responding faculty integrate U.S. multicultural issues with global issues
- less than 1/3 of responding faculty have SLOs that focus on international issues

% who answered yes	all	faculty	staff/ admin
I encourage students to participate in international activities and events on our campus.	52%	55%	46%
I encourage students to participate in study abroad programs.	47%	56%	29%
I have organized events with international scholars, performers	21%	28%	8%

Practices in the classroom (faculty only)

	%yes
I incorporate international/global topics into one or more of my courses.	71%
I encourage discussions that take into account the different perspectives domestic and international students bring to the classroom.	74%
I teach one or more undergraduate courses that have learning outcomes that focus on international issues.	29%
I incorporate my own international experiences and knowledge into my teaching.	74%
I teach one or more courses that integrate U.S. multicultural issues with international/global perspectives and issues.	51%
When I have international students in my classes, I encourage them to share their experiences.	73%
I have taken students abroad on a faculty-led study abroad class.	5%

## Highlights:

- around 40% of respondents are knowledgeable about international activities/events
- almost 70% of responding students know about study abroad programs
- around 55%-60% of respondents perceive lack of support or even discouragement for faculty engaged in international activities

### Knowledge/Perceptions of campus activities/policies

faculty, staff, admin

student

% who answered yes or strongly support/support	all	faculty	staff/ admin	
I am familiar with international activities and events available for students on our campus.	40%	40%	40%	
I am familiar with study abroad programs available to students on our campus.	41%	45%	33%	68%
To what extent does CSUDH support faculty for: Integrating international perspectives into my courses.	45%	47%	40%	
To what extent does CSUDH support faculty for: Giving a paper at an international conference.	43%	45%	38%	
To what extent does CSUDH support faculty for: Conducting research or teaching abroad.	42%	40%	46%	
To what extent does CSUDH support faculty for: Bringing international scholars to campus.	45%	44%	48%	

## Highlights:

- very high levels of agreement among all respondents, including students, that global learning is beneficial for students
- around 75% of responding faculty agree that global learning competencies should be part of GE—and 75% of responding students say they have learned about international issues in GE
- around 70% of responding faculty agree glc should be in the major—and 67% of responding students learned international issues in major

% who strongly agree/agree	Attitudes and interests			student
	faculty, staff, admin			
	all	faculty	staff/ admin	
Learning about people from different cultures should be a component of the educational process.	96%	96%	96%	94%
Contact with individuals from different cultural backgrounds should be an important part of the educational process?	96%	95%	98%	
Understanding international issues is important for student success in the workforce.	94%	93%	97%	91%
International learning helps students understand root causes of global problems (e.g., wars, poverty, etc) and become informed global citizens.	92%	92%	92%	95%
CSU Dominguez Hills should develop a set of international or global learning competencies as part of our GE requirement.	79%	76%	85%	75%-learned internatl issues in GE
CSU Dominguez Hills should develop a set of international/global learning competencies in the major.	69%	69%	68%	67%-learned internatl issues in major

## Highlights:

- **over 75% of all respondents agree that DH should develop more short-term, faculty-led study abroad courses, provide more financial assistance to students, and bring more international scholars to campus**
- **73% of respondents to fsa survey and 67% of student respondents agree that we should increase the number of international students**
- **60% of faculty respondents expressed an interest in developing a faculty-led study abroad course**

Attitudes and interests (cont)				student
% who answered strongly agree/agree	faculty, staff, admin			
	all	faculty	staff/ admin	
CSU Dominguez Hills should develop more short-term, Faculty-led study abroad courses.	76%	77%	75%	
CSU Dominguez Hills should provide some financial assistance for students to study abroad.	78%	76%	82%	84%
I would be interested in developing a Faculty-led Study abroad course.	49%	60%	26%	
CSU Dominguez Hills should bring more international scholars to campus.	78%	79%	75%	
CSU Dominguez Hills should increase the number of international students on campus.	73%	73%	72%	67%



## Comparison of 2008 and 2014 Data



	2008 (n=133)	2014 (n=249)
	% of all respondents	
College		
CAH	19%	14%
CBAPP	8%	5%
CoE	11%	11%
CHHS&N	13%	17%
NBS	25%	11%
Library	4%	2%
Extended Ed (2014 only)		10%
Other staff/administrators	20%	34%
studied abroad as a student	48%	34%
worked abroad	53%	41%
conducted research abroad	50%	31%
speak a language other than English (proficiency ranges from little to fluent)	77%	54%
Number of languages spoken	28	36





**Do you speak a language other than English?  
(many respondents listed multiple languages,  
proficiency ranges from little to fluent)**

	<b>2008 (n=133)</b>	<b>2014 (n=249)</b>
Albanian		1
American Sign Language	2	1
Arabic	5	5
Armenian	1	
Azari	1	
Cebuano (Philippines)	1	
Bengali	1	1
Chinese, Cantonese		3
Chinese, Mandarin	4	8
Chinese , Taiwanese		1
Dutch		2
Finnish		1
French	14	30
German	9	18
Greek	1	1
Gujarati		2
Hebrew	2	3
Hindi	2	5

**Illocano-Philippines**

**Italian**

**Japanese**

**Kaqchikel**

**Khmer**

**Korean**

**Latin**

**Malay**

**Marathi**

**Persian-Farsi**

**Polish**

**Punjabi**

**Portuguese**

**Romanian**

**Russian**

**Samoan**

**Spanish**

**Swedish**

**Tagalog/Filipino**

**Thai**

**Turkish**

**Urdu**

**Vietnamese.**

**Yiddish**

**2008**

**2014**



		<b>2</b>
	<b>8</b>	<b>7</b>
	<b>4</b>	<b>6</b>
		<b>1</b>
		<b>1</b>
	<b>1</b>	<b>3</b>
		<b>3</b>
	<b>1</b>	
	<b>2</b>	
	<b>6</b>	<b>2</b>
	<b>1</b>	
		<b>7</b>
	<b>1</b>	<b>2</b>
	<b>3</b>	<b>4</b>
		<b>1</b>
	<b>37</b>	<b>71</b>
		<b>1</b>
	<b>2</b>	<b>7</b>
		<b>1</b>
	<b>3</b>	<b>2</b>
		<b>2</b>
		<b>4</b>
	<b>1</b>	<b>1</b>
	<b>28</b>	<b>36</b>



- **considerable experience and expertise**
- **strong support for internationalization, strong belief that it benefits students**
- **a great deal already going on in the classroom, but not institutionalized through SLOs**
- **perceived lack of support for promoting international activities by faculty**
- **strong support to increase financial assistance to students for study abroad**



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**Long on potential and short on coordination; better coordination would make the whole greater than the sum of the parts**